

Activity Title: ANTS ON A TWIG			Activity Guide Page #: 10
Objective(s): Students will: 1) identify similarities and differences in basic needs of ants and humans; and 2) generalize that humans and wildlife have similar basic needs.			
Method/Overview: Students go outside to observe and demonstrate ant behavior.			
Subject Area(s): Science			Grade Level(s): 3-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography A. Skills And Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	Elementary Grades Pre-K-2 1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.	<u>Extensions #3</u> Map the space used by an ant colony – from the ants' shelter, through their travels, and back to their shelter again. Observe how ants find and use water. (Ants get most of their water from their food.) Put water out in various forms for a colony of ants; e.g., in a dish, in chunks of bread soaked in water, in smaller chunks. Observe and record what happens. Find ants moving in a line. Drop a small piece of food near the line. Record whether the ants will move off the line to get the food. Repeat this process several times, varying the distance from the ant line and the food that is dropped.	<ul style="list-style-type: none"> each student creates a map; look for a pattern



WILD Links/Social Studies

Activity Title: WILDLIFE IS EVERYWHERE!			Activity Guide Page #: 20
Objective(s): Students will: 1) state that humans and wildlife share environments; and 2) generalize that wildlife is present in areas all over the earth.			
Overview: Students search their environment for evidence of wildlife.			
Subject Area(s): Science, Language Arts			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Elementary Grades Pre-K-2 1. Describe the human and physical characteristics of the immediate environment.	<u>Evaluation #2</u> Name the things you saw, heard or smelled which showed you that wildlife lives in the classroom and on the school grounds.	<ul style="list-style-type: none"> each student must complete in order to meet the standard

Activity Title: EVERYBODY NEEDS A HOME			Activity Guide Page #: 32
Objective(s): Students will be able to generalize that people and other animals share a basic need to have a home.			
Overview: Students draw pictures of homes and compare their needs with those of other animals.			
Subject Area(s): Science, Language Arts, Art			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Elementary Grades Pre-K-2 1. Describe the human and physical characteristics of the immediate environment.	<u>Procedure #1</u> Ask students to draw a picture of where they live. <u>Extension #1</u> Draw animal homes. Compare them to places where people live.	<ul style="list-style-type: none"> done with drawing for younger students, writing for older students to go with drawing

Activity Title: HABITRACKS			Activity Guide Page #: 36
Objective(s): Students will: 1) identify the basic components of habitat as food, water, shelter, and space in a suitable arrangement; and 2) generalize that these components of habitat are needed by all animals -- including people and wildlife.			
Overview: Students identify the components of habitat by using a map and exploring their school grounds.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-5
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography A. Skills And Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	Elementary Grades Pre-K-2 1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.	<u>Procedure #3</u> All the teams are to go outside and– using their maps- track their animals. To share responsibilities, one student could hold the map, another the task card, and another the sack for the habitat pieces. Tell the students that they are going to find things that represent what their animals need to survive. When they find something that is the color of the task card they are holding, they should put it in their sack. They should find pieces that match what they see on their task cards.	

Activity Title: WHAT'S THAT, HABITAT?			Activity Guide Page #: 38
Objective(s): Students will: 1) identify their own basic needs for food, water, shelter, and space in a suitable arrangement and 2) generalize that wildlife and other animals have similar basic needs.			
Overview: Students draw pictures of people's and animal's homes, comparing basic needs.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Elementary Grades Pre-K-2 1. Describe the human and physical characteristics of the immediate environment.	<u>Procedure #4</u> Ask the students to draw a picture of where they live, including pictures of where they find food, water, shelter and space. Ask the students to label the parts of their drawings where they find their food, water, shelter and space.	<ul style="list-style-type: none"> Make sure all students create a drawing



<i>Activity Title:</i> HABITAT RUMMY			Activity Guide Page #: 40
Objective(s): Students will: 1) identify components of habitat as food, water, shelter, and space in a suitable arrangement; and 2) apply knowledge of these components to habitat requirements of various species of animals.			
Overview: Students make cards and play a card game.			
Subject Area(s): Science			Grade Level(s): 4-7
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Elementary Grades Pre-K-2 1. Describe the human and physical characteristics of the immediate environment.	<u>Evaluation #2</u> Tell a story that describes a day in the life of a wild animal as it meets its needs for survival. Identify and describe all the necessary components of habitat for that kind of animal.	<ul style="list-style-type: none"> make sure all students tell a story

Activity Title: MUSEUM SEARCH FOR WILDLIFE			Activity Guide Page #: 72
Objective(s): Students will: 1) identify wildlife portrayed in art form; and 2) generalize that wildlife has sufficient aesthetic and spiritual value to inspire art.			
Overview: Students visit a museum, nature center or other source of artifacts -- or they use reference books -- to find examples of how wildlife is presented in cultural art forms.			
Subject Area(s): Social Studies, Language Arts, Art			Grade Level(s): 3-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Civics and Government A. Rights, Responsibilities, and Participation Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	Secondary Grades 1. Develop and defend a position on a public policy issue within our democracy.	<u>Evaluation</u> A group of people were discussing endangered plants and animals. Some of the people felt that we should preserve and protect all kinds of plants and animals because we might learn that they could be very useful to us for chemicals, medicine, foods and clothing, and as intrinsically valuable parts of our environment. Other people said that we do not need all those animals and plants, and we shouldn't worry about them. Suppose you are an artist in the group and you want to express your opinion about the importance of plants and animals. As an artist, how would you present your case? Make that presentation.	<ul style="list-style-type: none"> Artistic interpretation is used to meet this performance indicator

Activity Title: ENVIRONMENTAL BAROMETER			Activity Guide Page #: 80
Objective(s): Students will: 1) observe and count wildlife in an area; 2) discuss why the wildlife is or is not present; and 3) consider ways in which the presence of wildlife can be seen as an indicator of environmental quality.			
Overview: Students go outside to observe and count or estimate wildlife in an area; do the same in another setting to compare findings; and -- optionally -- make a school "environmental barometer."			
Subject Area(s): Science, Math, Social Studies			Grade Level(s): 3-5
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Secondary Grades 1. Explain factors which shape places and regions over time (e.g., physical and cultural factors).	<u>Evaluation #2</u> Make a list of things we do in cities and towns that tend to decrease the amount and kinds of wildlife that lives there. Make a list of things we sometimes do in cities and towns that tend to increase the amounts of some kinds of wildlife.	<ul style="list-style-type: none">have each student make a list in order to meet the standard



Activity Title: MAKE A COAT!			Activity Guide Page #: 82
Objective(s): Students will: 1) identify that some historical and present day sources of clothing are plants and animals; 2) collect and analyze data to infer the sources of most materials used in clothing today; and 3) distinguish between some examples of renewable and non-renewable natural resources.			
Overview: Students make replicas of coats using different materials and representing varying historical periods.			
Subject Area(s): Social Studies, Art, Language Arts, Home Economics, Math			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - History A. Chronology Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	Middle Grades 5-8 1. Describe the effects of historical changes on daily life.	<u>Procedure #3</u> Color it and paint it to resemble a fur coat, a down parka, or some other kind of coat typical to their historical period. Use a simple pattern for all the coats. <u>Evaluation (Grades 4-6)</u> Describe three ways we make clothing different today than during pioneer days.	<ul style="list-style-type: none"> students should be asked to include a description and explanation with their coat
Social Studies - History B. Historical Knowledge, Concepts, and Patterns Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.	Elementary Grades Pre-K-2 1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.	<u>Procedure #3</u> Color it and paint it to resemble a fur coat, a down parka, or some other kind of coat typical to their historical period. Use a simple pattern for all the coats. <u>Evaluation (Grades K-3)</u> Where did the American Indians and early pioneers get the materials to make their clothing? Draw pictures to show how they made clothing.	<ul style="list-style-type: none"> students should be asked to include a description and explanation with their coat
Social Studies - Economics D. International Trade and Global Interdependence Students will understand the patterns and results of international trade.	Elementary Grades Pre-K-2 1. Explain where products come from and how we use them.	<u>Procedure #1</u> Explore what coats are made of and why we need them. Have students answer this question: "On cold days, we wear coats. Where do we get them?" Most students will say, "At a store." Some will say that someone at home made it for them, or it was a gift. . . . "How would you keep warm in a cold climate if you couldn't buy a coat at a store – or is someone in your family or neighborhoods couldn't buy the materials to make a coat?" NOTE: If your students are from families who make their own clothes directly from plant and animal materials, change the question to: "...if we couldn't make our clothes...?"	<ul style="list-style-type: none"> all students need to answer to meet the standard

Activity Title: DRAWING ON NATURE			Activity Guide Page #: 86
Objective(s): Students will: generalize that wildlife and other animals are important inspiration for art and science.			
Overview: Students use techniques of observation and visualization to record wildlife by drawing.			
Subject Area(s): Science, Art, Social Studies, Language Art			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies -Civics and Government A. Rights, Responsibilities, and Participation Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	Secondary Grades 1. Develop and defend a position on a public policy issue within our democracy.	<u>Evaluation</u> A group of people were discussing endangered plants and animals. Some of the people felt that we should preserve and protect all kinds of plants and animals because we might learn that they could be very useful to us for chemicals, medicine, food and clothing, or that they are a necessary part of our ecosystem. Other people said that we did not need to worry about losing them. Suppose you are an artist in the group and you want to express your opinion about preserving plants and animals. What will you say?	<ul style="list-style-type: none"> requires each student to create an artistic representation to meet the performance indicator

Activity Title: WILD EDIBLE PLANTS			Activity Guide Page #: 90
Objective(s): Students will: 1) identify at least one native edible plant; and 2) describe the relationship between wild plants and contemporary cultivated plants; that is, that all cultivated plants originally developed from a wild source.			
Overview: Students create a local seasonal calendar identifying native edible plants and their uses.			
Subject Area(s): Social Studies, Science, Environmental Problems, Language Arts, Art, Home Economics			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies- Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Middle Grades 5-8 3. Explain how cultures differ in their use of similar environments and resources.	<u>Extension #4</u> Investigate contemporary differences of opinion about appropriate uses of plants and animals, e.g., for food.	<ul style="list-style-type: none"> provide an explanation of why these opinions differ
Social Studies Economics C. Comparative Systems Students will analyze how different economic systems function and change over time.	Middle Grades 5-8 2. Compare how different economies meet basic wants and needs over time.	<u>Extension #5</u> Study practices of traditional hunting and gathering societies. Contrast those practices with those of early farmers, with present day family farmers, with contemporary agribusiness. In each case, how was or is then continued availability of the food source provided for?	<ul style="list-style-type: none"> each student must complete an analysis of another form of economy; i.e. hunter/gatherer

Activity Title: WILDLIFE AS SEEN ON COINS AND STAMPS			Activity Guide Page #: 92
Objective(s): Students will: be able to describe coins and stamps as examples of ways that people have used symbols to represent values of wildlife.			
Overview: Students use reference materials to study portrayal of wildlife on coins and stamps.			
Subject Area(s): Social Studies			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies- Geography A. Skills And Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	Middle Grades 5-8 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.	<u>Extension #1</u> Make a world map, showing the countries that use wildlife in their coins and stamps. Look for regional similarities and differences. Analyze the wildlife images. Are there regional trends?	<ul style="list-style-type: none"> each student can analyze one region and compare as a class



Activity Title: WILDLIFE BIBLIOGRAPHY			Activity Guide Page #: 94
Objective(s): Students will: 1) give examples of ways in which wildlife has influenced the development of human societies; and 2) describe wildlife as having important social and political value for people.			
Overview: Students research and construct annotated bibliographies.			
Subject Area(s): Social Studies, Language Arts			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies -Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Secondary Grades 1. Explain factors which shape places and regions over time (e.g., physical and cultural factors).	<u>Procedure #1</u> Begin a discussion with students about ways in which wildlife has influenced the development of human societies. For example, the abundance of wildlife as a source of food and other products influenced the selection of sites for early human communities. Encourage the students to think specifically about the early development of the North American continent, with other areas of the world addressed optionally. Brainstorm ideas. <u>Procedure #4</u> Conclude with a class discussion of the students’ findings. Ask the students to summarize key relationships between the development of human societies and wildlife, as well as to describe major social and political values to humans from wildlife resources. If possible, compile a master bibliography for each of the students to have, based on the total of their individual contributions.	<ul style="list-style-type: none">need each student to take brainstorm to a higher level; analyze and explain

Activity Title: URBAN NATURE SEARCH			Activity Guide Page #: 102
Objective(s): Students will: generalize that each environment has characteristic life forms.			
Overview: Students go outside to observe an environment and use the questionnaire to assist in gathering data.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 4-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Middle Grades 5-8 1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.	<u>Extension</u> Discuss ways in which people have altered the natural environment.	<ul style="list-style-type: none"> all students should answer the extension questions
	Secondary Grades 1. Explain factors which shape places and regions over time (e.g., physical and cultural factors).	<u>Extension</u> And ways in which natural forces have shaped the human environment.	<ul style="list-style-type: none"> all students should answer the extension questions
	Elementary Grades Pre-K-2 1. Describe the human and physical characteristics of the immediate environment.	<u>Evaluation #1 & #2</u> List and describe ten types of plants and animals you might see around the school. <u>Procedure #3</u> Design a questionnaire to be distributed to the students for use on the “search.”	<ul style="list-style-type: none"> all students should answer the extension questions
Social Studies - Geography A. Skills And Tools Students will know how to construct and interpret maps and use globes . . . to locate and derive information about people, places, regions, and environments.	Elementary Grades 3-4 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.	<u>Aquatic Extensions #1</u> Make a map to show all the public water areas in your community.	
	Middle Grades 5-8 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.	<u>Aquatic Extensions #1</u> Make a map to show all the public water areas in your community.	

Activity Title: CLASSROOM CARRYING CAPACITY			Activity Guide Page #: 126
Objective(s): Students will: 1) define carrying capacity; and 2) give examples of factors that can influence the carrying capacity of an area.			
Overview: Students sit unusually close to one another and describe the results.			
Subject Area(s): Science, Social Studies, Language Arts			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Elementary Grades 3-4 1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.	<u>Procedure #3</u> In what ways, if any, are people – affecting the carrying capacity of the planet?	<ul style="list-style-type: none"> add: Why are these areas more populated than others?
	Middle Grades 5-8 4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.	<u>Procedure #3</u> In what ways, if any, are people – affecting the carrying capacity of the planet?	<ul style="list-style-type: none"> add: Why are these areas more populated than others?



Activity Title: RAINFALL AND THE FOREST			Activity Guide Page #: 140
Objective(s): Students will: 1) correlate rainfall data with vegetative communities; 2) correlate vegetative communities with animal life; 3) recognize interrelationships among living and nonliving elements of the environment, and 4) understand that populations and the fluctuations of those populations are influenced by ever-changing climatic conditions.			
Overview: Students work with state highway and vegetative maps to determine relationships between rainfall, vegetation, and animal habitats.			
Subject Area(s): Science, Social Studies			Grade Level(s): 6-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography A. Skills And Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	Middle Grades 5-8 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.	<u>Procedure #3</u> Ask the student groups to outline the state on the tracing paper. Have students separate the list of communities into four rainfall-level groups, <u>Procedure #5</u> Consolidate each color into rainfall patterns. <u>Procedure #7</u> Find similarities in shapes created on student maps and those on vegetative maps. What rainfall level fits what vegetative type? <u>Procedure #10</u> If available, correlate official range maps with the students maps. Ask if anyone has discovered locations where an animal’s required habitat is present but the animal itself is not. Ask for explanations for why this might exist.	<ul style="list-style-type: none">each student should develop a map or answer questions
	Elementary Grades 3-4 1.Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.	<u>Procedure #3</u> <u>Procedure #5</u> <u>Procedure #7</u> <u>Procedure #10</u>	<ul style="list-style-type: none">each student should develop a map or answer questions

Activity Title: OH DEER!			Activity Guide Page #: 146
Objective(s): Students will: 1) identify and describe food, water, and shelter as three essential components of habitat; 2) describe the importance of good habitat for animals; 3) define "limiting factors" and give examples; and 4) recognize that some fluctuations in wildlife populations are natural as ecological systems undergo constant change.			
Overview: Students become "deer" and components of habitat in a highly involving physical activity.			
Subject Area(s): Science, Mathematics, Social Studies, Physical Education			Grade Level(s): 4-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Geography A. Skills And Tools Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	Middle Grades 5-8 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.	<u>Procedure #11</u> Using a flip chart pad – post the data recorded during the activity. <u>Procedure #12</u> Are wildlife populations static, or do they tend to fluctuate, as part of an overall “balance of nature?” Is nature ever really in “balance” or are ecological systems involved in a process of constant change?	<ul style="list-style-type: none">each student should create their own chart of graph



Activity Title: FIRE ECOLOGIES			Activity Guide Page #: 182
Objective: Students will: be able to identify, describe and evaluate some positive and negative effects on wildlife that result from forest and grassland fires.			
Overview: Students conduct a field investigation.			
Subject Area: Science, (Biology, Chemistry, Earth Science), Social Studies, (in extension)			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Economics A. Personal and Consumer Economics Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	Secondary Grades 1. Conduct a cost benefit analysis of a personal or business decision.	<u>Extension #1</u> What are the broad range of consequences of fires, and lack of fires on local economy, on aesthetic value, ecological value, agricultural value?	<ul style="list-style-type: none"> all students must answer questions or formulate an opinion
Social Studies - History C. Historical Inquiry, Analysis, and Interpretation Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.	Secondary Grades 1. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.	<u>Extension #2</u> Compare public attitude toward forest and grassland fires to with attitudes during the 1930's and 1940's?	<ul style="list-style-type: none"> all students must answer questions or formulate an opinion

Activity Title: CHECKS AND BALANCES			Activity Guide Page #: 186
Objective: Students will: be able to : 1) evaluate hypothetical wildlife management decisions; and 2) identify at least four factors that can affect the size of a wildlife population.			
Overview: Students become managers of a herd of animals in a paper-and-pencil and discussion-based activity.			
Subject Area(s): Mathematics, Science, Vocational Agriculture			Grade Level(s): 6-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Economics A. Personal and Consumer Economics Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	Secondary Grades 2. Conduct a cost benefit analysis of a personal or business decision.	<u>Procedure #3</u> What seemed to be the benefits and/or liabilities, if any, of management decisions made? Did populations “managed” under different strategies by different students show different trends? How do these compare? Would students “manage” differently if given a second chance? What aspects of this activity seemed realistic? Which didn’t? What are examples of ways that habitat can be improved? Short term? Long term? Is human management of wildlife populations necessary? Beneficial? Why or why not? For people? For the animals?	<ul style="list-style-type: none"> each student should complete a summary that includes the costs and benefits of their decisions during the simulation

Activity Title: THE HUNTER			Activity Guide Page #: 190
Objective: Students will: be able to: 1) describe their feelings about hunting; 2) compare their attitudes to those of other people; and 3) make personal judgements about the appropriateness of hunting.			
Overview: Students read and discuss a story.			
Subject Area(s): Social Studies, Language Arts, Science, Math			Grade Level(s): 5-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Civics and Government A. Rights, Responsibilities, and Participation Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	Secondary Grades 1. Develop and defend a position on a public policy issue within our democracy.	<u>Extension #4</u> Argue and support positions for and against hunting. <u>Evaluation</u> Write an essay describing reasons for and against hunting. Include your personal feelings and recommendations about the appropriateness of hunting.	<ul style="list-style-type: none"> each student should have the opportunity to participate in a debate format

In order to broaden their understanding of all the issues revolving around hunting in Maine, students were asked to investigate the Me. Dept. of Fish and Wildlife Web page (www.state.me.us/ifw) and the Wildlife Division Handbook in particular, prior to doing this activity. Students were able to determine how wildlife biologists use hunting as a tool for managing wildlife populations within the 30 wildlife management districts into which the state is divided. They found that collisions between wildlife and vehicles on Maine highways have reached new highs, causing damage to people, property and wildlife. (Between 1996 and 1998, the state DOT recorded 2127 vehicle collisions with moose, 80 with bears and 12,173 with deer). And that a 1996 University of Maine study estimated that hunting and wildlife associated recreation generated \$444.5 million in retail sales, \$197 million in wages and salaries, \$631.7 million in total economic output, and supported 10,310 full and part time jobs in Maine alone. Students took this information, and much more, from the wildlife division web site, incorporated their personal feelings and recommendations about hunting, to make informed arguments in both their essays and in the debate.

Activity Title: DEER CROSSING			Activity Guide Page #: 202
Objective: Students will: be able to: 1) identify various factors involved in a wildlife management issue; and 2) evaluate alternatives in a complex issue involving wildlife.			
Overview: Students are given background information and asked to make recommendations.			
Subject Area(s): Social Studies, (Government, History, Civics), Language Arts, Environmental Problems, Science			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Economics A. Personal and Consumer Economics Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	Secondary Grades 1. Conduct a cost benefit analysis of a personal or business decision.	<u>Procedure #1</u> Discuss and evaluate options they think are available to resolve the situation in the best possible manner. <u>Deer Crossing Scenario</u> Every year since the highway was built, the state wildlife agency has brought in food for the hungry deer. Even so, some deer die from starvation each winter, while more than 1,500 are fed a pellet food. Deer being fed under these crowded conditions in a central feeding area are more apt to contract and spread disease. They also become accustomed to being fed by humans. The wildlife agency has taken several approaches to relieve this situation. . . Consider the following possibilities – including costs and benefits of each – and any others that you might come up with that you think would be effective and appropriate.	<ul style="list-style-type: none"> each student should compile a cost/benefit analysis of one option/solution

Activity Title: RIPARIAN ZONE			Activity Guide Page #: 206
Objective: Students will: be able to: 1) identify and describe factors involved in land use planning; and 2) evaluate possible consequences for wildlife and other elements of the environment, including people, where land-use planning does not take place.			
Overview: Students simulate a Board of Commissioner's meeting.			
Subject Area(s): Social Studies, Environmental Problems, Language Arts, Science			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies -Geography B. Human Interaction with Environments Students will understand and analyze the relationships among people and their physical environment.	Secondary Grades 1. Explain factors which shape places and regions over time (e.g., physical and cultural factors).	<u>Procedure #9</u> What seems to be major factors to consider in such land-use issues?	<ul style="list-style-type: none"> each group needs to address and explain the factors
Social Studies - Economics A. Personal and Consumer Economics Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	Secondary Grades 1. Conduct a cost benefit analysis of a personal or business decision.	<u>Procedure #9</u> Discuss and evaluate possible consequences – positive and negative for wildlife, people and the environment in the situation.	<ul style="list-style-type: none"> each group should address positive and negative consequences

Activity Title: WHO PAYS FOR WHAT?			Activity Guide Page #: 212
Objective: Students will: be able to: 1) identify major sources of income historically used in support of wildlife and its habitat in the United States; 2) identify major present sources of funding; 3) describe any trends in funding; and 4) describe problems related to funding, if any.			
Overview: Students identify principal sources of wildlife-related funds; correspond with agencies and organizations to investigate sources, amounts, uses, trends and problems concerning such funding; and summarize their findings.			
Subject Area(s): Social Studies, Science, Language Arts			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Civics and Government A. Rights, Responsibilities, and Participation Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	Elementary Grades 3-4 3. Identify the functions of government at school, locally, and at the state level.	<u>Procedure #2</u> What are the major sources of income (including approximate dollar amounts) that your organization uses in support of wildlife-related programs? What are the major programs you support with these dollars? What major funding problems, if any, do you have? What have been the historical sources of funding for your wildlife programs? What trends, if any, do you see in funding wildlife programs in this country? What major needs do you see – from your organization’s perspective as well as overall – for wildlife today, in our area, in the United States, in the world?	<ul style="list-style-type: none"> include in the report the roles of different government agencies
	Middle Grades 5-8 5. Explain the functions of and relationships among local, state, and national governments.	<u>Procedure #3</u> When responses arrive, ask the students to compile, analyze, evaluate and summarize their findings into a report.	
Social Studies - Civics and Government B. Purpose and Types of Government Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.	Middle Grades 5-8 3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.	<u>Procedure #3</u> When responses arrive, as the students to compile, analyze, evaluate and summarize their findings into a report.	
	Middle Grades 5-8	<u>Extension #2</u>	

WILD Links/Social Studies

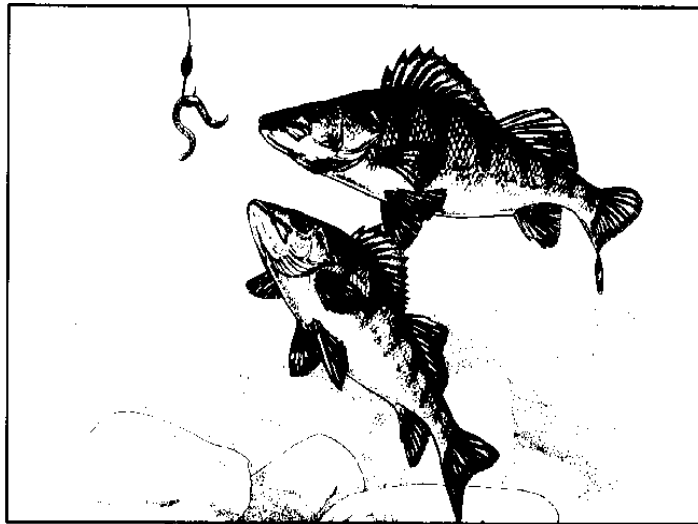
	3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.	Discuss or debate, “Who should pay for what – and Why? How? In what proportions?	
	Middle Grades 5-8 4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.	<u>Evaluation #3</u> Based on the information you have acquired, what, if any, seem to be the most significant funding-related problems affecting wildlife, habitat and management of wildlife resources?	

This rubric focuses on the social studies content standards, particularly in the area of economics. The rubric is designed with the assumption that individual students will complete the task.

4	Students <i>exceed</i> the standard if they compose a letter to a wildlife conservation group that not only includes 6 or more well-formulated questions, but is particularly strongly written.
3	Students <i>meet</i> the standard if they compose a letter to a group or organization that supports the conservation of wildlife. The letter must contain 5-6 coherently and concisely posed questions related to funding and administration of such programs.
2	Students <i>partially meet</i> the standard if they don’t communicate their questions clearly in a letter format and/or if they only include a few questions related to the funding and mission of the conservation organization.
1	Students do not meet the standard if their letters do not clearly communicate the intended objective of obtaining information, particularly funding information about a conservation groups efforts.

Activity Title: HISTORY OF WILDLIFE MANAGEMENT			Activity Guide Page #: 216
Objective: Students will: be able to: 1) define wildlife management; and 2) describe major trends in wildlife management philosophies and practices.			
Overview: Students generate questions and contact agencies and organizations involved in wildlife management for information.			
Subject Area(s): Social Studies, Language Arts, Career Education, Vocational Agriculture, Science, Environmental Problems			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Civics and Government A. Rights, Responsibilities, and Participation Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	Elementary Grades 3-4 3. Identify the functions of government at school, locally, and at the state level.	<u>Procedure #1</u> Why was it organized?	<ul style="list-style-type: none"> all students must address to meet the standard
	Middle Grades 5-8 5. Explain the functions of and relationships among local, state, and national governments.	<u>Extension #2</u> Construct a matrix comparing similarities and differences of wildlife management philosophies and practices among all the agencies and organizations researched as a part of this activity.	<ul style="list-style-type: none"> all students must address to meet the standard

Activity Title: LOBSTER IN YOUR LUNCH BOX			Activity Guide Page #: 222
Objectives: Students will: be able to: 1) identify which foods are derived from plants and which from animals; and 2) recognize that all food sources are originally derived from wild plants and animals.			
Overview: Students plan and calculate the costs of a family's meals for one day; create a classroom chart; and analyze, discuss, and summarize findings.			
Subject Area(s): Mathematics, Science, Language Arts, Health (nutrition)			Grade Level(s): 4-7
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies -Economics D. International Trade and Global Interdependence Students will understand the patterns and results of international trade.	Elementary Grades Pre-K-2 1. Explain where products come from and how we use them.	<u>Procedure #2</u> What plants or products are on your chart? What animals or animal products are on your chart? <u>Extension #1</u> Are they locally grown and raised? Imported from foreign countries?	<ul style="list-style-type: none"> each student should produce a chart and answer the questions



Activity Title: DOES WILDLIFE SELL CIGARETTES?			Activity Guide Page #: 232
Objective(s): Students will: 1) identify use of wildlife and other natural images in advertising; 2) critically analyze and evaluate the purposes and impacts of using such images in advertising; and 3) recommend appropriate uses of such nature-derived images in advertising.			
Overview: Students evaluate and categorize advertisements.			
Subject Area(s): Language Arts, (Communication, Media, Semantics), Social Studies, Business Education			Grade Level(s): 6-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Social Studies - Economics B. Economic Systems of the United States Students will understand the economic system of the United States, including its principles, development, and institutions.	Secondary Grades 3. Explain the positive and the negative impacts of advertising techniques on consumer behavior.	<u>Procedure #2</u> What is the advertiser's purpose? What image from nature is used to sell the product? Does the image have any direct relationship to the product? If yes, what is that relationship? If no, what purpose does the image serve for the advertiser in attempting to sell the product? What feelings, if any, does the ad elicit? What stereotypes, does the ad encourage or build on? If not a stereotype based on people's reactions to the image portrayed, does the ad portray a metaphor as a means to sell its product? If yes, describe its purpose. Does the advertisement seem to portray the natural image in a realistic way? Describe what seems realistic and what doesn't. Identify and describe any ways in which the ad might contribute to practices that could be wasteful, destructive, inappropriate, etc., in terms of wise use of natural resources and the environment.	<ul style="list-style-type: none"> have each student explain the effect their ad could have on the consumer